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ABSTRACT

This booklet is concerned with the functioning of the State and local programs for financing public schools in Nebraska. Its purpose is to encourage more people to study the problem of educational finance both in practice and in theory. Discussion focuses on the School Foundation and Equalization Act of 1967. This legislation transferred part of the property tax burden to a sales and income tax thus creating greater equality of financial ability to support education among the school districts. Instructions and examples are provided that permit calculation of a school district's financial entitlement from the School Foundation and Equalization Act. (Author/JF)

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UNDERSTANDING PUBLIC SCHOOL FINANCE IN NEBRASKA

1971 - 1972

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PREFACE

The Bureau of Educational Research and Field Services was established in July, 1970, as an agency of the Department of Educational Administration, Teachers College, University of Nebraska at Lincoln. The Bureau is a non-profit organization sponsored by the Extension Division of the University of Nebraska.

The primary mission of the Bureau is to assist education agencies and institutions at the local, county, educational service unit, community and technical college, and state levels in their efforts to improve the quantity and quality of educational opportunities. Underlying this basic purpose is the belief that the identification and solution of existing educational problems can best be accomplished by a combination of education, research, and service.

Working exclusively on problems in education, the Bureau accomplishes its service function by: (1) assisting educational administrators and interested laymen in finding effective solutions to their real-world problems through the field study approach; (2) assisting education agencies at the various levels in refining existing educational tools and techniques, and in developing new approaches and strategies relevant to real educational problems; (3) developing measures and designs to aid education agencies and institutions in evaluating educational programs, services, resources, practices, staff, etc.; (4) publishing and distributing bulletins, studies and position papers relevant to current educational problems in the nation, state, regions, and communities; (5) assisting education agencies at the various levels in designing and organizing effective staff development

programs; (6) assisting in the development of board and administrative policies and the revision of existing policies; (7) providing learning experiences in the field as a pre-service and inservice activity; and (8) conducting institutes on a regional or state-wide basis to meet the in-service needs of members of governing boards and their chief administrators.

The need for systematic and continuing research in educational administration is self-evident. The research objective of the Bureau is accomplished by sponsoring cooperative research, conducting research studies, disseminating research findings, interpreting the implications of research, and assisting in the implementation of research results at the appropriate level(s). The Bureau sponsors or conducts research to the end that it will mean improved educational opportunities for children, youth, and adults of Nebraska.

The present bulletin was prepared for the Bureau by C. Cale Hudson, Associate Professor, Department of Educational Administration, University of Nebraska, Lincoln. This work represents the first of a series of publications planned by the Bureau in an attempt to carry out its service and research responsibilities.

About the Author

Dr. C. Cale Hudson served as a high school principal and superintendent for eleven years in the public schools of Indiana and for three years as an associate professor of educational administration at Eastern Michigan University. During his tenure at Eastern, Dr. Hudson participated as a staff member and writer for the Michigan School Finance Study, and the Facilities Study of the National Education Finance Project. Since 1969, Dr. Hudson has served as an associate professor in the Department of Educational Administration, Teachers College, University of Nebraska at Lincoln.

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INTRODUCTION

The attention the average citizen gives to how schools are financed is apt to wax and wane with his vested interests. Perhaps this is as it should be but there is evidence that a continuing interest by an informed public is a more productive means of solving problems than to rely on crisis legislation, or voter uprisings at school elections.

A key stipulation to the validity of participatory government is an informed public. This booklet has been prepared on the premise that it can present the basic system of school finance in Nebraska in a manner that will encourage more people to study the problem both in practice and theory.

In 1967 the Nebraska Unicameral enacted L.B. 448 as the School Foundation and Equalization Act, (79-1330 to 79-1344). The intent and design of the law was to transfer part of the burden of the property tax to a sales and income tax and to move toward greater equality of financial ability to support education among the many school districts. Primarily, the text of this booklet is concerned with the functioning of the state and local programs for financing public elementary and secondary schools.

Definitions

Basic to being able to understand concepts in school finance is a familiarity with certain terminology. The following definitions are considered essential to understanding the text of this booklet.

Average Daily Membership (A.D.M.) -- is determined by adding the number of days each student is enrolled in a particular school district and then dividing the sum by the number of school days in the year. (State aid calculations are based on the previous year's A.D.M.)

Assessed Valuation (A.V.) -- describes the taxable value of all tangible property in a given district. By law it should be based on a 35 percent of "actual value" estimate. Attempts to be fair and equitable are provided by use of (1) State Certified County Assessors, (2) County Equalization Boards, and (3) a State Equalization Board.

Class I - VI School Districts -- by statute school districts are classified on the basis of total population and range of grades included:

Class I -- any school district which maintains only elementary grades under the direction of a single school board.

Class II -- any school district with one thousand or less population that maintains both elementary and secondary schools under the direction of a single school board.

Class III -- any school district with a population between one thousand and fifty thousand which maintains both elementary and secondary schools under the direction of one school board.

Class IV -- (Lincoln) same as Class III except population must be from fifty thousand to two hundred thousand.

Class V -- (Omaha) same as Classes III and IV except population must be two hundred thousand or greater.

Class VI -- any school district in the state that maintains only a high school.

L.B. 448 -- Legislative Bill 448 was introduced in the 1967 Unicameral and enacted into law as the School Foundation and Equalization Act (79-1330 to 79-1344).

Equalization Aid -- the third and lowest priority section of the School Foundation and Equalization Act. Funds are distributed in this section in a manner that provides the greater amounts to the school districts with the lower property tax base per A.D.M.

Foundation Support -- the first priority section of the School Foundation and Equalization Act which provides per A.D.M. amounts to every school district without regard to need, ability, or the local property tax level.

Incentive Programs -- the second priority section of the School Foundation and Equalization Act which provides for State sharing in the costs of summer schools and the additional costs of higher degree teachers.

Insured Need -- the basic amount used in the School Foundation and Equalization Act as the State recognized cost of education per regular A.D.M. per year. It is used for calculation purposes in the "Equalization Aid" section of the formula.

Mill Levy -- the rate of taxation expressed as "mills" or one part per thousand.

Example: 5 mills X A.V. = $
.005 X $1,000 = $5

School District General Fund -- the fund used by local school districts to pay current operating expenses.

Qualifying Levy -- the millage or tax rate required by the School Foundation and Equalization Act in the State program. It guarantees a level of local tax effort.

SECTION I

CURRENT RECEIPTS AND EXPENDITURES

School finance is a factor in many of the basic issues of our time. Tax equity, control of schools, quality education, and the proper governmental sharing ratio of costs are all rooted in the system for financing schools.

The purpose of this booklet will be to explain the system for financing the current operation costs of public schools in Nebraska in terms that can be understood by both educators and laymen. Only the expenditures and receipts of the General Fund will be discussed. Building funds, debt service funds, and activity funds are not included.

At the close of each fiscal year school districts must file an Annual Financial Report which shows their sources of income and states the purposes of expenditures. Copies of the report are filed with the Commissioner of Education, the County Superintendent and in the local district. The State Board of Education summarizes much of the information from the Annual Financial Reports in various reports. A blank copy of the Annual Financial Report form is contained in the appendix to assist the reader.

Tables I and II contain data summarized from the Annual Financial Reports of all school districts. The same format and coding system is used in the development of annual budgets.

Table I shows the sources and amounts of revenues for schools in Nebraska during the 1969-70 school year. State uniform accounting code numbers further identify specific items in the local, county, state, and federal categories.

TABLE I. SOURCES AND AMOUNTS OF INCOME TO THE GENERAL FUND FOR PUBLIC SCHOOL DISTRICTS IN NEBRASKA DURING THE FISCAL YEAR 1969-70.

Code	Category	Amounts	Per A D M	Percent of Total
1.1 - (1-9)	Local Sources	$165,790,859.41	$503.86	70.5
1.1 - (10-12)	County Sources	10,741,807.67	32.65	4.6
1.1 - (13-16)	State Sources	44,365,834.70	134.84	18.9
1.1 - (17-21)	Federal Sources	14,073,351.72	42.77	6.0
	Total Revenue Receipts:	234,971,853.50	714.12	100.0%
	Non-Revenue Receipts:	14,063,696.00		
	Transfer of Funds:	6,356,371.00		

Source: Annual Report of State Board of Education to the Governor for fiscal year 1970.

The data in Table I represent State totals and averages. Although useful for selected types of analysis, care should be taken in relating state-wide statistics to a given local district's revenue pattern. National statistics generally consider county revenue as a local source. When compared with national average statistics the percent of Federal funding is normal; the State percentage is far below average which obviously places a greater responsibility on local units.

Table II shows the pattern of school district expenditures in Nebraska during 1969-70.

Although State average figures have limited value for comparing with those of specific school districts, it would be reasonable to inquire about the reasons for wide variances from such a standard. Comparisons can be made either on a percentage or per pupil basis. There are no easily

TABLE II. DISBURSEMENTS FROM THE GENERAL FUND OF NEBRASKA PUBLIC SCHOOL DISTRICTS DURING THE FISCAL YEAR 1969-70.

Code	Category	Amounts	Per A D M	Percent
2.1	Administration	$ 9,069,596	$ 27.56	4.26
2.2	Instruction	153,162,253	465.49	71.81
2.3	Other School Services	10,285,531	31.26	4.82
2.4	Operation of Plant	17,965,535	54.60	8.42
2.5	Maintenance of Plant	7,306,875	22.21	3.43
2.6	Fixed Charges	15,488,909	47.07	7.26
2.(1-6)	Total Current Expense	$213,278,699	$648.19	100.00%

Source: Annual Report of State Board of Education to the Governor for fiscal year 1970.

available publications of revenue - expenditure patterns of individual school districts. Data on per pupil costs by class of school district and on categories of expenditure, as in Table II, by class of school district, are published in The Annual Report of the State Board of Education to the Governor.

SECTION II

LOCAL REVENUE FOR PUBLIC SCHOOLS

Local property taxes are the main source of income for public schools. Revenue, or income, from property is dependent upon (1) the assessed value of property for taxes and (2) the rate of taxation (millage).

Since the needs of a school district are related to the number of students to be served, the ability or relative wealth of a school district to support schools is often expressed as the ratio of the district's assessed property value to its average daily membership:

$$\text{fiscal ability} = \frac{\text{assessed valuation (A.V.)}}{\text{average daily membership (A.D.M.)}}$$

Nebraska has approximately 1400 school districts. This large number of districts encompassing vastly different economic and population areas, contributes significantly to the problem of great differences in local ability to support schools.

Listing and assessing of property. Responsibility for the listing and assessing of real property rests with the county assessor. Taxpayers must report taxable personal property. The reports are examined by the county assessor.

Real property and personal property are listed at actual value but by State law are assessed at 35% of actual value for tax purposes. Nebraska law defines "actual value" as a factor of: earning capacity; location; desirability and functional use; reproduction cost less depreciation; comparison with similar properties of recognized value; market value; and existing zoning regulations.

Since 1969 a State law has required County Assessors to be certified by the State Tax Commissioner. Training programs must be provided for County Assessors.

Equalization provisions. County Assessors must list taxable lands and lots by January 1 of each year. Personal property tax schedules should be filed by March 1. County equalization boards act to review and equalize valuations between April 1 and May 30. Property owners must be notified of any increase in assessed valuation.

Property owners may appeal the evaluation of their property to the County Assessor before April 1. If the owner disagrees with the decision of the County Assessor, he may then appeal to the County Board of Equalization between April 1 and May 10. Further appeals must be taken to the District Court.

The State Board of Equalization meets in July and August to certify equalized county values by August 15. Their purpose is to assure the equal assessment of broad classes of property between counties. Inequities in assessment within a county are not adjusted by the State Equalization Board. Disputes resulting from action taken by the State Equalization Board may be appealed to the State Supreme Court.

A system for equitable assessment is basic to the concept of the property tax.

Property tax rates. After the assessed value of property in a school district is determined, tax rates may be established to yield the funds required by local budgets. School boards must announce and hold public hearings on the proposed budget. Opinions voiced at the hearings are for the consideration of the school board members who have the authority to

finally establish the budget. Class I and Class II school boards may not levy more than a 12 mill tax rate for the general fund without a fifty-five percent approval of the electors present and voting at an election or special meeting called for the purpose. There are no limitations on Class III - VI units for current operation expenses.

Property taxes are payable to the county treasurer on January 1. Equal semi-annual payments are delinquent after May 1 and September 1. (April 1 and August 1 in Douglas and Lancaster County.)

Computation of revenue from the local property tax. The computation of revenue from property taxation for the school district's general fund is dependent upon:

1. The Equalized Assessed Valuation
2. The tax millage established

Example: Assume a school district to have an equalized assessed valuation of $12,500,000. Further assume that the general fund millage for schools is 20 mills, then:

General Fund Millage X Equalized Assessed Valuation = Local Revenue or 20 mills X $12,500,000 = .020 X $12,500,000 = $250,000

Other local revenues for schools. Lines 1-9, in the Annual Financial Report form, contained in the appendix, show several other sources of local income for schools. These sources provide approximately five percent of the total local revenue for schools statewide.

County revenues for schools. Frequently county revenues are included as local income for education. Lines 10 and 11, non-resident tuition and county fines and license fees respectively, in the Annual Finance Report account for most of the distinctly county based revenue. Lines 12 and 13 report additional county incomes.

The local property tax provides over 90 percent of all local and county income for schools.[1]

School district revenue. School district budgets are like personal budgets in the sense that they are plans for expenditures. Actual expenditures must be correlated with income. The diagram-calendar on the following page shows critical dates for anticipated revenue as well as the period for assessment procedures which establishes the tax base.

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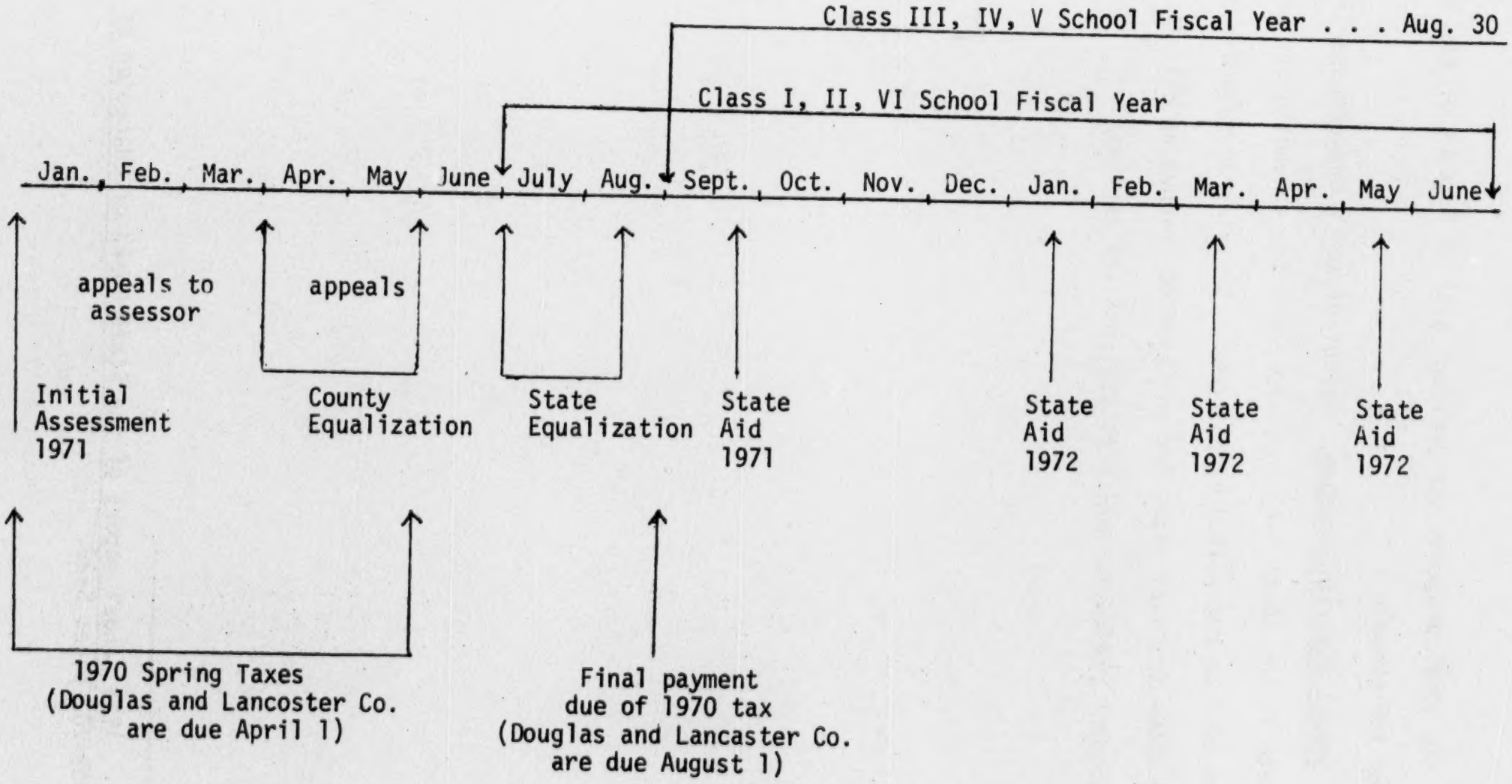
[1]The Annual Report of the State Board of Education to the Governor, 1969-70, pages 5-29.

SCHOOL DISTRICT REVENUE CALENDAR


Class III, IV, V School Fiscal Year . . . Aug. 30
Class I, II, VI School Fiscal Year
Jan. Feb. Mar. Apr. May June July Aug. Sept. Oct. Nov. Dec. Jan. Feb. Mar. Apr. May June
appeals to assessor
appeals
Initial Assessment 1971
County Equalization
State Equalization
State Aid 1971
State Aid 1972
State Aid 1972
State Aid 1972
1970 Spring Taxes (Douglas and Lancoster Co. are due April 1)
Final payment due of 1970 tax (Douglas and Lancaster Co. are due August 1)

Property valuation trends. Since over 70 percent of all school funds in Nebraska come from local sources, it is meaningful to examine the trend in property valuations as a measure of ability to support education.

Table III shows a ten year period of change in Nebraska's assessed property values, A.D.M., and the assessed valuation per A.D.M.

TABLE III. ASSESSED VALUATION OF TANGIBLE PROPERTY, PUBLIC SCHOOL A.D.M. AND ASSESSED VALUATION PER A.D.M. IN NEBRASKA 1960-61 THROUGH 1969-70.

Year	(1) Assessed Valuation of Tangible Property	Public School District A.D.M.	Assessed Valuation Per A.D.M.
1960-61	$ 3,218,768,349	* 288,000	$ 11,176
1961-62	3,251,610,917	291,123	11,169
1962-63	3,474,701,056	299,448	11,619
1963-64	3,598,389,320	308,407	11,668
1964-65	3,787,947,169	314,726	12,036
1965-66	4,088,796,535	314,829	12,987
1966-67	4,446,603,131	318,230	13,973
1967-68	4,937,024,271	323,422	14,265
1968-69	4,748,315,090	327,428	14,501
1969-70	5,452,194,124	329,035	16,570

*Estimated on basis of fall enrollments for 1960-61.
(1) Property is assessed at 35 percent of true value in Nebraska.

Source: Annual reports of State Board of Education to the Governor.

Table III shows an increase of approximately 2.25 billion dollars in assessed valuation of property during the 1960's in Nebraska. This increase of 70% reflects the effects of inflation, equalized assessment practices, and increases in true values of property in the State.

The rate of growth in assessed valuation from $11,176 to $16,570 per A.D.M. has more than kept pace with the Average Daily Membership (A.D.M.) in public schools. This increase of 14% during the decade of the sixties seems significant.

SECTION III

STATE SUPPORT FOR SCHOOLS

The State of Nebraska provides direct financial aid to local schools through five distribution categories. These categories are reported on lines 15-19 of the Annual Finance Report. State-wide distribution amounts are shown in Table A of the appendix. Since these categories generally have a less definitive title than the local grouping, a brief description of each seems in order.

Line 15, State Apportionment Funds are derived from several sources, but principally from the interest on over $42 million of Permanent School Fund bonds and from the lease rentals of "school lands".

Line 16, State Aid, is the major form of State school support and will be treated in detail in a later section.

Line 17, In-lieu-of School Land Tax funds are distributed to local schools on the basis of tax income lost due to the acres of non-taxable "school land" in each district. Nebraska's public schools are still endowed with approximately 1.5 million acres of the 2.79 million acres originally set aside for their support under the terms of statehood in 1867.

Line 18 of the Annual Finance Report shows the receipt of an insurance premium tax from the State. This revenue is originally derived from a two percent tax on the premiums of "foreign or alien" insurance companies who do business in the State. Thirty percent of the tax collected is designated for distribution to school districts.

Line 19 of the Annual Finance Report (see appendix) shows as State appropriations. This amounted to over $2 million in 1969-70 (Table A in appendix). The Legislature appropriates this money from the State General Fund. Funds are distributed on the basis of qualified special programs, driver education, etc.

Generally, unless there is an obvious change in program or in the amount of public land in a district, State funds from apportionment (line 15), in-lieu-of school land tax (line 17), insurance premium tax (line 18), and State appropriations (line 19) will remain about the same each year.

School Foundation and Equalization Act

Line 16 of the Annual Finance Report shows "State Aid" for schools. The State derives money for this distribution from the State General Fund which is primarily secured from income and sales taxes.

In 1967 the Legislature enacted L.B. 448, the School Foundation and Equalization Act. Thirty-five million dollars were appropriated to fund the act for 1970-71.

The School Foundation and Equalization Act contains several criteria for determining a school district's entitlement and a series of priorities to establish guarantees when the program is not fully funded. The lack of full State funding coupled with the priority system is a matter for serious concerns as will be illustrated in a later section.

The determinants of State aid from the School Foundation and Equalization Act. Factors that affect the amount of State aid from the School Foundation and Equalization Act are:

1. District class: Class I districts have a qualifying levy of 8 mills, Class II-V of 12 mills, and Class VI of 5 mills.

2. Assessed valuation: Local share of the "insured need" is the product of the qualifying levy times the assessed valuation. Therefore, the higher a district's assessed valuation, the greater the local share.

3. Average Daily Membership (A.D.M.) by grade level: Aid is allocated partially on the basis of membership by grade groups.

4. Staff preparation: The preparation of teachers by degree levels is recognized.

5. Program: The State aid formula recognizes need for summer school, gifted pupil programs, and deprived pupil programs.

6. Transportation: The State aid program helps finance the transportation of pupils residing over 4 miles from school.

7. Population density: School districts with less than four people per square mile, located in a county with less than 4 people per square mile are recognized for additional aid ranging from a 10% to 40% increase in "insured need". (Twenty counties qualified in 1970-71)

8. Increased membership: A.D.M. numbers used in State aid calculations are based on the previous year. If a district finds an enrollment increase of 5% or more between September 25, 1970, and September 24, 1971, the "insured need" is increased by the growth percentage.

State aid priorities. Since the School Foundation and Equalization Act is not fully funded, the system of pro-rating available amounts is important. The system gives first priority on funds to "Foundation Aid" which is a flat grant type aid allowing a fixed number of dollars per A.D.M. regardless of need, local effort, or other factors.

Second priority on funds goes to the staff preparation and summer school programs.

Third priority on funds goes to the equalization section of the State aid law.

The system of priorities divides the total $35 million program as follows:

1st priority (Foundation Aid)	$12,950,000
2nd priority (Staff and Summer School)	2,800,000
3rd priority (Equalization)	19,250,000
	$35,000,000

Computation of State Aid from The School Foundation and Equalization Act

To calculate a school district's financial entitlement from the School Foundation and Equalization Act certain basic information is required. This information is available from records in the administrative offices of the local school district and/or from the appropriate county offices.

The following pages contain forms similar to those issued by the State Department of Education for calculating State aid from the School Foundation and Equalization Act. The first form, "Application for State Aid," is a listing of required basic information. The second form is a worksheet for calculating State aid.

The application form and worksheet have been filled in with hypothetical data approximating some State averages for the purpose of helping the reader to follow the calculations. It is recommended that the reader use the forms to calculate State aid for his local district.

Before preceeding to the forms, it might be well to review the definitions of certain terms used in the calculations. The definitions are provided in the front section of this booklet. Terms suggested for review are: A.D.M., class of district, A.V., mills, foundation support, insured needs, equalization aid.

FACSIMILE
APPLICATION FOR STATE AID
(Due by Sept. 1, 1971)

1. Report the Class of the Public School District (1, 2, 3, 4, 5 or 6) - 3

2. List the Total Assessed Tangible Value of the District (1970 Valuation). Same as Line 252 (of Annual Finance Report) - - - $32,000,000

3. Report the 1970 Mill Levy for Operation and Maintenance only (General Fund Levy). Same as Line 255 (of Annual Finance Report) - 32

4. (1) REPORT THE AVERAGE DAILY MEMBERSHIP (ADM) OF BOTH RESIDENT AND NON-RESIDENT PUPILS EDUCATED DURING 1970-71. (From Annual Term Summary)

(a) Kindergarten ADM - - - - - - - - - - - - - - - - - - -	130
(b) Total ADM of Grades 1 through Grade 6 - - - - - - - -	900
(c) Total ADM of Grade 7 and Grade 8 - - - - - - - - - -	340
(d) Total ADM of Grades 9 through Grade 12 - - - - - - -	630
(e) Total ADM of all grades and Kindergarten (a + b + c + d) - - - - - - - - - - - - - - - - - - -	2,000

4. (2) MEMBERSHIP TOTALS: (Same as Fall Accreditation and Approval Report, Form 2, Section 4)

(a) District Membership (Resident and Non-resident Enrollment) on September 25, 1970 - - - - - - - - - -	1,925
(b) District Membership (Resident and Non-resident Enrollment) on September 24, 1971 - - - - - - - - - -	* -----

*To be filled in later only by those districts gaining 5% or more in enrollment

5. SPECIFIC ACCOUNTABLE RECEIPTS OF THE 1970-71 SCHOOL YEAR INVOLVED IN THE COMPUTATIONS.

(a) Tuition Receipts (Lines 5 + 7 + 10 in Financial Report) -	$ 70,000
(b) License Fees and Fines (Lines 3 + 4 + 11 in Financial Report) -	$ 22,000
(c) Transportation Receipts (Lines 6 + 8 in Financial Report) -	$ 2,600
(d) Insurance Premium Tax (Line 18 in Financial Report) - - -	$ 13,200
(e) State Apportionment (Line 15 in Financial Report) - - - -	$ 20,700
(f) Total All Accountable District Receipts (Add a thru e) - -	$ 128,500

Source: Form is one used by Nebraska State Department of Education --- Data are hypothetical based on approximate state-wide averages.

FACSIMILE APPLICATION FOR STATE AID (Continued)

6. TRANSPORTATION INFORMATION FOR THE SCHOOL YEAR 1970-71. The count shall be made at the time school ended in the spring.

(a) How many Kindergarten pupils resided within the district and lived over 4 miles from school during 1970-71? -	25
(b) How many Grade 1 through Grade 6 pupils resided within the district and lived over 4 miles from school during 1970-71? - - - - - - - - - - - - - - - -	180
(c) How many Grade 7 and Grade 8 pupils resided within the district and lived over 4 miles from school during 1970-71? - - - - - - - - - - - - - - - - - - -	70
(d) How many Grade 9 through Grade 12 pupils resided within the district and lived over 4 miles from school during 1970-71? - - - - - - - - - - - - - - - -	100
(e) Total Number of Kindergarten through Grade 12 pupils who resided within the district but lived over 4 miles from school during 1970-71 - - - - - -	375

7. EXTRA COMPENSATION FOR DISTRICTS THAT ARE IN ANY OF THE 20 COUNTIES IN WHICH THE POPULATION DENSITY IS LESS THAN FOUR (4) PERSONS PER SQUARE MILE

(a) Is the average population density of your county less than four (4) persons per square mile?

[ ] Yes [X] No Check one

(b) If the answer in (a) above is "Yes", indicate by a check mark the density range of your county.

110%	Density ranges from 3 to 3.9 persons per square mile.
120%	Density ranges from 2 to 2.9 persons per square mile.
130%	Density ranges from 1 to 1.9 persons per square mile.
140%	Density is less than 1 person per square mile.

A district in any of said 20 counties wishing to claim extra compensation because of population sparsity must take a COMPLETE CENSUS IN JUNE 1971 and provide the following data: Complete census must be approved and accepted by the County Superintendent.

(x) Total number of persons (List all adults and children) who reside within the district in June, 1971 - - - - - _____

(y) Total area of the district in square miles in June, 1971. (Round off to one decimal place) - - - - _____

FACSIMILE APPLICATION FOR STATE AID (Continued)

(z) Average number of persons per square mile in the district in June, 1971 (x÷y) - - - - - - - - - - - - - - _____

(c) Is the average population density of the school district less than four (4) persons per square mile in June, 1971?

[ ] Yes [X] No Check one

8. COLLEGE PREPARATION -- DEGREE LEVEL OF THE CLASSROOM TEACHING STAFF. Determine the degree level of the classroom teaching staff as of the end of the school in the spring of 1971. Combine part-time staff members and prorate to full-time.

(a) Indicate the number of classroom teachers with a Doctors Degree - 0

(b) Indicate the number with a 6-year certificate - - - - - 15

(c) Indicate the number of classroom teachers with a Masters Degree or the equivalent (See Direction (4)) - 25

(d) Indicate the number of classroom teachers with a Bachelors Degree - 60

9. REPORT THE SUMMER SCHOOL PROGRAM HELD DURING THE SUMMER OF 1971

(a) Did the district maintain a summer school program that provided at least 90 or more clock-hours of instruction in qualifying classes for some or all of its pupils in 1971?

[X] Yes [ ] No Check one

(b) How many pupils have attended 90 or more clock-hours of qualifying summer school classes and study during the 1971 summer school program? - - - - - - - - - - - - - - - - - - 100

10. APPROVED SPECIAL PROGRAMS OPERATED DURING THE SCHOOL YEAR 1970-71.

(1) Did the district operate a PROGRAM FOR GIFTED PUPILS during the school year 1970-71 that had been approved by the State Department of Education for receiving extra compensation under the State Aid to Public Schools.

[ ] Yes [X] No Check one

FACSIMILE APPLICATION FOR STATE AID (Continued)

(a) How many pupils were regularly enrolled during the school year 1970-71 in said approved program for GIFTED PUPILS?

Kindergarten _____
Gr. 1 thru 6 _____
Gr. 7 and 8 _____
Gr. 9 thru 12 _____

Total all Pupils _____

(2) Did the district operate a PROGRAM FOR CULTURALLY AND EDUCATIONALLY DEPRIVED PUPILS during the school year 1970-71 that had been approved by the State Department of Education for receiving extra compensation under the State Aid to Public Schools?

/ / Yes / X / No Check one

(a) How many pupils were regularly enrolled during the school year 1970-71 in said approved program for CULTURALLY AND EDUCATIONALLY DEPRIVED PUPILS?

Kindergarten _____
Gr. 1 thru 6 _____
Gr. 7 and 8 _____
Gr. 9 thru 12 _____

Total all Pupils _____

NEBRASKA STATE DEPARTMENT OF EDUCATION

WORKSHEET FOR CALCULATING STATE AID
(Correlated with the official printed applications)

Name of School_____ City Town_____ County_____ District Number_____

The following Parts I through IX provide a worksheet that the Superintendent may use to compute the approximate amount of dollars that the District will receive from State Aid. Payments will be on September 30, 1971; January 15, 1972; March 15, 1972; and May 15, 1972. ALL APPLICATIONS ARE DUE BY SPETEMBER 1, 1971.

I. YIELD IN DOLLARS FROM QUALIFYING LEVY FOR THE SCHOOL YEAR 1970-71.

Class I District .008 (Mills) X $		Valuation = $	
Class II - V District .012 (Mills) X $	32,000,000	Valuation = $	384,000
Class VI District .005 (Mills) X $		Valuation = $	
	(Application Item 2)		

II. STATE FOUNDATION SUPPORT
(From Application Item 4 (1) - a, b, c, d)

Kindergarten ADM	130	X $17.50 = - - - - - - - -	$ 2,275
Gr. 1 - 6 ADM	900	X $35.00 = - - - - - - - -	$ 31,500
Gr. 7 - 8 ADM	340	X $42.00 = - - - - - - - -	$ 14,280
Gr. 9 - 12 ADM	630	X $49.00 = - - - - - - - -	$ 30,870
Total Foundation Support -			$ 78,925

IMPORTANT NOTICE: Districts levying less than the Qualifying Levy are eligible for Foundation Aid ONLY. They will not need to complete this worksheet beyond this point. The Qualifying Levy for Class I Districts is 8 Mills; for Class 2, 3, 4, and 5 Districts, it is 12 Mills; and for Class 6 Districts, it is 5 Mills.

III. ADDITIONAL INCENTIVE PAYMENTS

(1) COLLEGE DEGREE PREPARATION OF STAFF. Prorate part-time staff members to full-time equivalency on the basis of the staff at the end of school in the spring of 1971. (From Application Item 8 - a, b, c, d). EXCLUDE ADMINISTRATORS.

(a) No. w/ Doctors Degree	0	X $350.00 = - - -	$ -0-
(b) No. w/ 6-Yr. Certificate	15	X $250.00 = - - -	$ 3,750
(c) No. w/ Masters Degree	25	X $250.00 = - - -	$ 6,250
(d) No. w/ Bachelors Degree	60	X $150.00 = - - -	$ 9,000
Total Incentive From College Preparation of Staff - - -			$ 19,000

Source: Form is one used by Nebraska State Department of Education --- Data are hypothetical based on approximate state-wide averages.

WORKSHEET FOR CALCULATING STATE AID (Continued)

(2) ADDITIONAL INCENTIVE FROM 1971 SUMMER SCHOOL PROGRAM
(Number of qualifying pupils who attended Summer School).
(From Application Item 9-c)--------- 100 X $18.00 = $ 1,800

(3) Total Additional Incentives (1 + 2 above)---------- $ 20,800

IV. COMPUTE THE BASIC INSURED NEEDS OF THE DISTRICT BELOW. THIS PERTAINS TO 1970-71 DATA. (From Application Item 4 - a, b, c, d.)

(1) Compute the FLAT RATE Insured Needs of the District.

Kindergarten ADM	130	X $225.00 =	$ 29,250
Gr. 1-6 ADM	900	X $450.00 =	$ 405,000
Gr. 7-8 ADM	340	X $500.00 =	$ 170,000
Gr. 9-12 ADM	630	X $550.00 =	$ 346,500
Basic Insured Needs of the District			$ 950,750

V. (A) ADDITIONAL DISTRICT COMPENSATION BASED ON THE POPULATION DENSITY.
Multiply the Insured Needs Above by the Density Factor Shown in Application Item 7 (b) if 7 (c) is marked "yes".
(1) Total Amount from Worksheet Item VI --- $_____ X Density Factor

(110% to 140%) _____ = ----------$____

V. (B) ADDITIONAL COMPENSATION BASED ON INCREASED MEMBERSHIP (ENROLLMENT).
For Districts whose Enrollment increased 5% or more from Sept. 25, 1970 to Sept. 24, 1971
(1) Total amount from Worksheet Item IV (1) or V (A)--$_____ X Enroll. Factor

(105% or more) _____ = ----------$____

VI. ADDITIONAL APPROVED SPECIAL PROGRAMS OFFERED BY THE DISTRICT.
Use the following computation to add to the Insured Needs of the District.

(1) Additional from Approved Program(s) for GIFTED PUPILS (.25 additional).
(From Application Item 10 (1) (a).)

.25 X $225.00 = 56.24	X Kdg. Membership	_____	= $_____
.25 X $450.00 = 112.50	X Gr. 1-6 Membership	_____	= $_____
.25 X $500.00 = 125.00	X Gr. 7-8 Membership	_____	= $_____
.25 X $550.00 = 137.50	X Gr. 9-12 Membership	_____	= $_____
Total Insured Needs of GIFTED PUPILS----------			$____

WORKSHEET FOR CALCULATING STATE AID (Continued)

(2) Additional from Approved Program(s) for CULTURALLY AND EDUCATIONALLY DEPRIVED PUPILS (1.00 Additional). (From Application Item 10 (2) (a))

1.00 X $225.00 X Kdg. Membership	_____	= $_____
1.00 X $450.00 X Gr. 1-6 Membership	_____	= $_____
1.00 X $500.00 X Gr. 7-8 Membership	_____	= $_____
1.00 X $550.00 X Gr. 9-12 Membership	_____	= $_____

Total Insured Needs for CULTURALLY AND EDUCATIONALLY DEPRIVED PUPILS----------$ ----

(3) Additional from TRANSPORTATION of Elementary and High School Pupils within the District residing over 4 miles from school (.25 Additional).

.25 X $225 = 56.25 X Kdg. pupils residing over 4 miles	25	= $ 1,406
.25 X $450 - 112.50 X Gr. 1-6 pupils residing over 4 miles	180	= $ 20,250
.25 X $500 - 125.00 X Gr. 7-8 pupils residing over 4 miles	70	= $ 8,750
.25 X $550 = 137.50 X Gr. 9-12 pupils residing over 4 miles	100	= $ 13,750

Total Insured Needs for TRANSPORTATION----------$ 44,156

(4) Total Additional all Approved Special Program computed by Insured Needs (1 + 2 + 3 above)----------$ 44,156

VII. COMPUTE THE GRAND TOTAL OF THE AMOUNT DERIVED FROM INSURED NEEDS + AMOUNT FROM SPECIAL PROGRAMS.

(1) The FLAT RATE Insured Needs (Worksheet Item IV-1) plus any additional compensation based on density factor or enrollment increase (Worksheet Item V (A) and/or (B)----------$ 950,750

(2) Additional amount from Approved Special Programs (Worksheet Item VI (4)----------$ 44,157

(3) Total - Add VII (1) and VII (2)----------$ 994,907

VIII. COMPUTE THE EQUALIZATION AID.

(1) From the Insured Need plus corresponding additionals (Worksheet Item VII - 3)----------$ 994,907

(2) Deduct Accountable Receipts

(a) Amount From Qualifying Levy (Worksheet Item I)----------$ 384,000
(b) Foundation Aid (Worksheet Item II)----------$ 78,925
(c) All Other Accountable Receipts (Application Item 5-f)------$ 128,500

(3) Total Accountable Receipts (a + b + c above)----------$ 591,425

(4) Remainder is the COMPUTED EQUALIZATION AID
Subtract: Worksheet Item VIII (1) minus Worksheet Item VIII (3) - $403,482

WORKSHEET FOR CALCULATING STATE AID (Continued)

PRORATION OF COMPUTED EQUALIZATION AID

* * * \

The Financial Equalization Impact of The School Foundation and Equalization Act

A goal of centralized financing for schools is to make the resources of the State equally available to all students. In practice perhaps this goal can never be fully attained, but the degree to which a program moves the educational system toward equality of opportunity would appear to be a valid measure of its worth.

Since the State formula is based on $450 for each grade 1-6 A.D.M., $500 for each grade 7-8 A.D.M., and $550 for each grade 9-12 A.D.M., it seems reasonable that calculations and illustrations based on grade 7-8 data should approximate the composite effect obtained from calculations of the total K-12 membership of a school district.

Figure I illustrates the equalization effect of the School Foundation and Equalization Act when applied to a regular 7th or 8th grade membership in a K-12 school district.

To participate in the equalization portion of the School Foundation and Equalization Act, K-12 school districts must contribute the yield of a 12 mill local property tax levy, plus other incomes itemized on lines 3-8, 10, 11, 14, and 17 of the Annual Financial Report,[2] toward the $500 "insured need" per A.D.M., grades 7-8. In Figure I, local share shows only as the yield of the 12 mill rate. Other income line items will vary by district and will alter the amount of the State's obligation.

Figure I shows that as a school district's assessed valuation per A.D.M. increases, the State's share of the $500 "insured need" decreases -- i.e., the

---

[2]See Appendix.

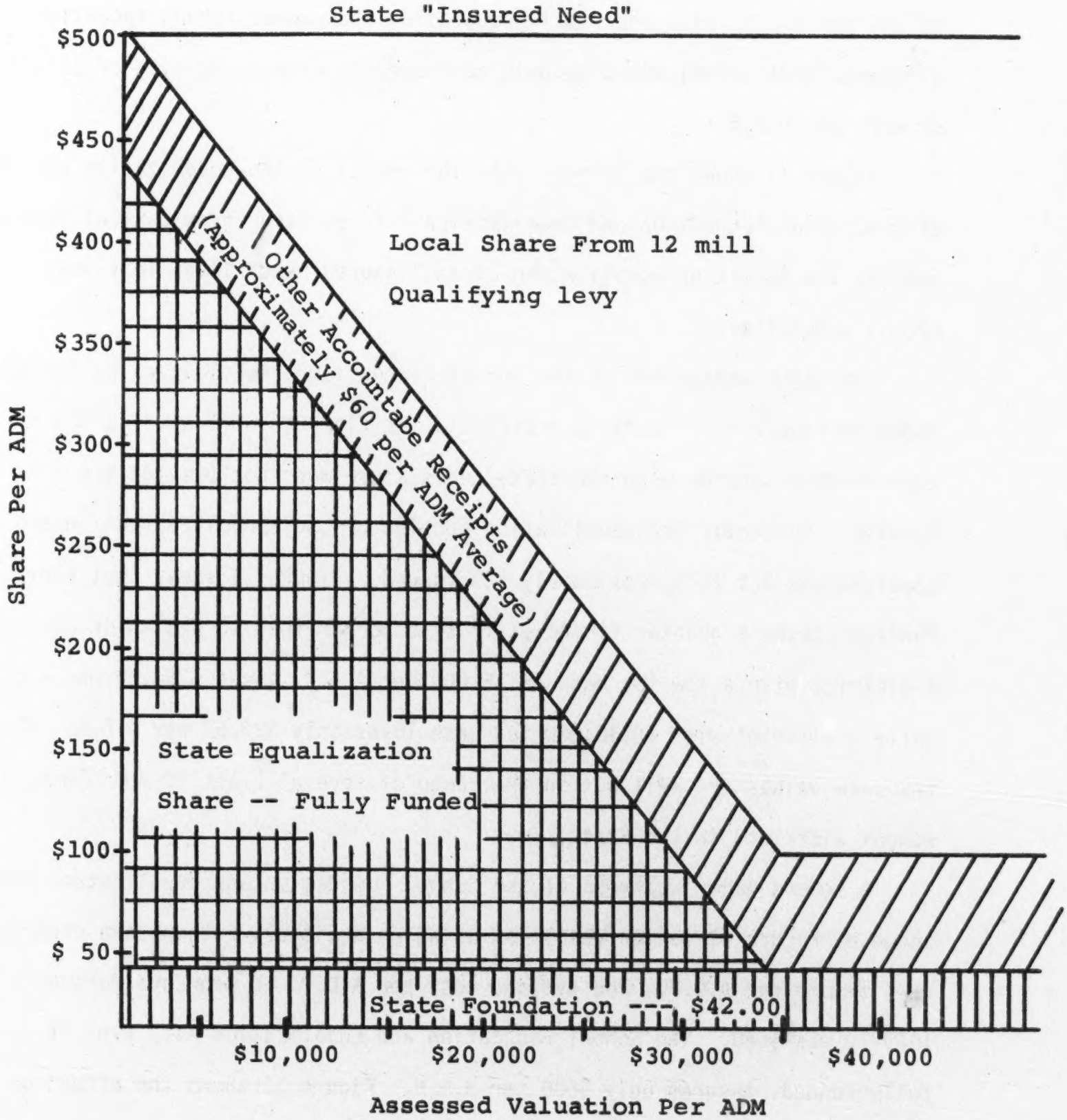


Figure I. State Equalization Aid Per Regular Public School Grade 7-8 ADM in Class II-V Districts if the State Aid and Equalization Act Were Fully Funded.

more "wealthy" districts receive less state aid. Only the foundation grant of $42 per A.D.M. plus the staff preparation and summer school incentive allowance (not shown) would be paid to districts with a tax base of $33,167 or more per A.D.M.

Figure II shows two things: (1) the effect on the equalization section of the School Foundation and Equalization Act resulting from partial funding and (2) the impact on equalization of an "insured need" level less than actual expenditures.

Two major weaknesses of the School Foundation and Equalization Act are shown by Figure II. First, a district's entitlement is reduced in the equalization section when the State Legislature does not provide for full funding. Currently the equalization section of the School Foundation and Equalization Act is approximately 25% funded. Figure II shows that partial funding causes a greater financial loss to poorer than to wealthier districts. A district with a low tax base of $5,000 per A.D.M. loses $253.50 per A.D.M. while a district with a $30,000 tax base loses only $28.50 per A.D.M. These tax base values are well within the range of several Class II and Class III school districts in the State.

A second major weakness of the School Foundation and Equalization Act shown by Figure II is the result of using an arbitrary rather than experience cost figure per A.D.M. The average cost per A.D.M. in Nebraska during 1969-70 was $648. The School Foundation and Equalization Act, even if fully funded, insures only $500 per A.D.M. Figure II shows the effect on local millage in districts "A", "B", and "C" if they wish to be average expenditure districts. "Poor district A' (with an assessed value per A.D.M. of $5,000) must make six times the effort of "rich unit C" (with an assessed

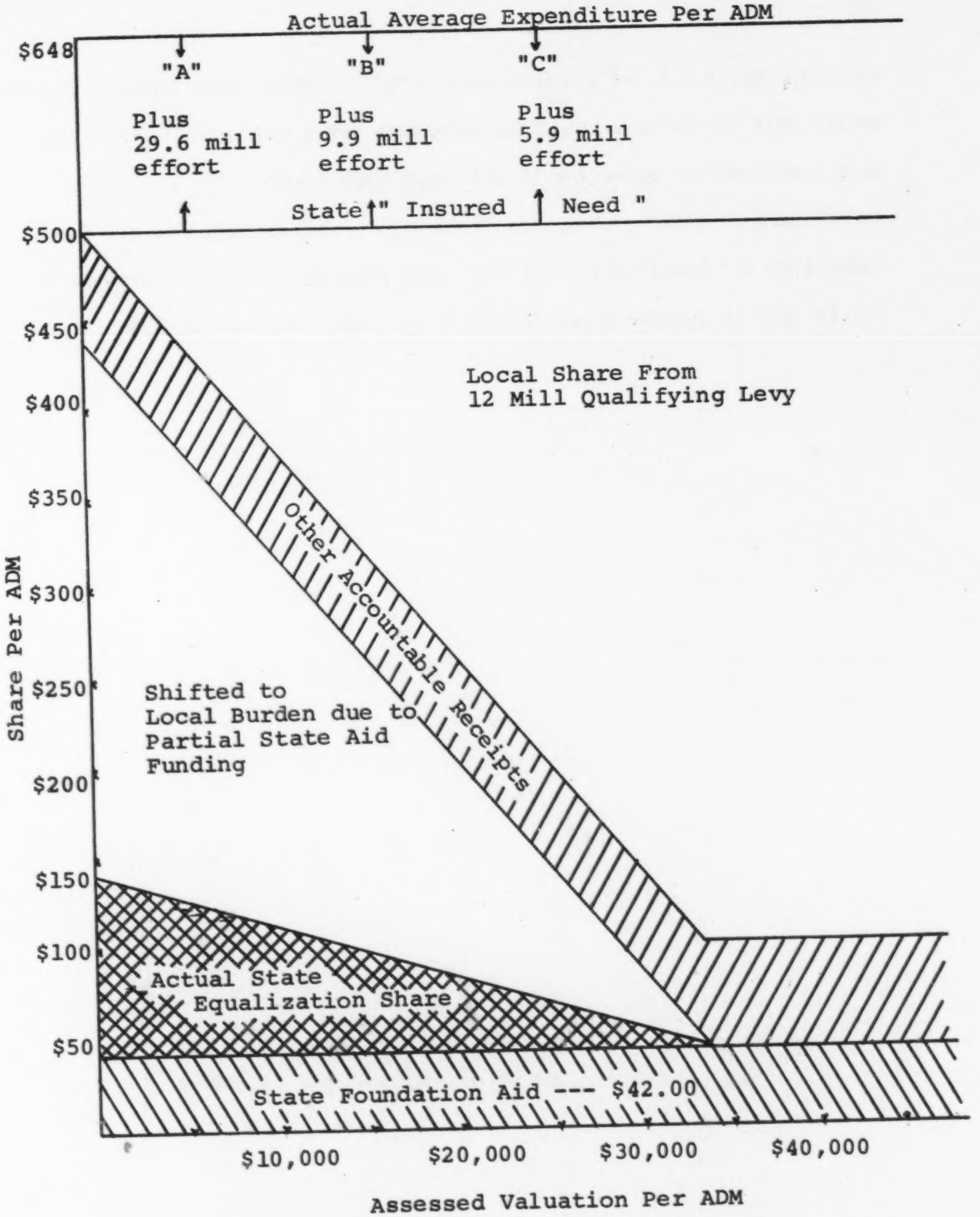


Figure II. Impact on State Equalization Aid Per Regular Public School Grade 7-8 ADM in Class II-V Districts Due to Inadequate Funding of the State Aid and Equalization Act.

valuation per A.D.M. of $30,000) from a fully funded State formula. Average wealth unit "B" (with an assessed valuation per A.D.M. of $15,000) requires an 8.9 mill effort above the 12 mill equalized level.

Figure II clearly shows the rapid loss of equalization in the School Foundation and Equalization Act when true program cost values are not used. Its failure to achieve equalization is virtually complete without full funding.

SECTION IV

FEDERAL AID FOR SCHOOLS

Table "A" in the appendix of this booklet shows the amount of Federal funds distributed to school districts in Nebraska according to program sources. Slightly less than 6% of all General Fund revenue for schools comes from Federal sources.

Typically, Federal aid to schools is categorical aid; that is, it is granted to achieve a specific purpose defined through the U. S. Office of Education. Programs are approved on an individual basis in specified areas. The requirements for local and/or state participation are subject to change and interpretation.

Local conditions and initiative frequently determine the amount of Federal funding a school district may receive.

It is not within the scope of this text to present the technical aspects of qualifications for Federal aid programs. Readers interested in specific Federal programs should contact their local school officers, or the appropriate consultants in the State Department of Education, or seek information from knowledgeable staff members in higher educational institutions.

APPENDIX

TABLE A. RECEIPTS OF THE PUBLIC ELEMENTARY SECONDARY SCHOOLS GENERAL FUND FOR THE FISCAL YEAR 1969-70

	GRAND TOTAL
Local Sources	
Local district taxes	$158,062,677.00
Public power district taxes	815,558.00
Local license fees	527,435.00
Police court fines	1,444,529.00
Tuition paid by districts	2,570,303.00
Transport. paid by districts	246,854.00
Tuition paid by individuals	311,659.00
Transport. paid by individuals	113,021.00
Other local revenue receipts	1,698,823.00
County Sources	
Free high school tuition	8,751,454.00
Fines and license fees	1,736,759.00
Other county receipts	253,595.00
State Sources	
State apportionment	3,404,870.00
State aid	35,950,683.00
In-lieu-of tax on school land	786,028.00
Insurance premium tax	2,177,385.00
State appropriations	2,046,868.00
Federal Sources	
For vocational education	741,302.00
For school lunch and milk	1,719,528.00
Elem. & Sec. Educ. Act, Title I	4,509,217.00
Elem. & Sec. Educ. Act, Title III	147,797.00
Elem. & Sec. Educ. Act, Title II	120,575.00
From other Federal sources	6,495,065.00
Nat'l Defense Educ. Act	339,867.00
TOTAL REVENUE RECEIPTS	234,971,854.00
NON-REVENUE RECEIPTS	
Sale of funding bonds	707,626.00
Current loans	10,470,150.00
Insurance adjustments	556,816.00
Sales and use tax	73,656.00
Other non-revenue receipts	2,255,449.00
TOTAL NON-REVENUE RECEIPTS	14,063,696.00
Transfers from other funds	6,356,371.00
TOTAL RECEIPTS, ALL SOURCES	$255,391,920.00

Source: Annual Report of the State Board of Education to the Governor 1969-70. (All amounts were rounded to nearest dollar.)

ANNUAL FINANCE REPORT OF NEBRASKA PUBLIC SCHOOL DISTRICTS

FORM AFR — CLASS 2, 3, 4, 5, and 6 — FOR THE SCHOOL YEAR 19____-19____ ENDING_____

BATCH NO._____

COUNTY_____ [ ] LEAVE BLANK — DISTRICT NO._____ CLASS OF DISTRICT____ (2, 3, 4, 5, 6) — ORGANIZATION OF_____ (K 6-6, K 8-4, K 6-3, 3)

NAME OF SCHOOL SYSTEM_____ CITY_____ NEBRASKA

SCHOOL CLASSIFICATION: 2 APPROVED SCHOOL | 4 STATE ACCREDITED ONLY | 5 NCA AND STATE ACCREDITED | 6 NCA AND STATE ACCREDITED AA

Section A — GENERAL FUND

RECEIPTS — Revenue Receipts 1.1

1. LOCAL DISTRICT TAXES 1.1-1	$	21. VOCATIONAL EDUCATION 1.1-17	$
2. PUBLIC POWER DISTRICT SALES TAXES 1.1-2		22. SCHOOL LUNCH AND MILK (FED. REIMBURSEMENT) 1.1-18	
3. LOCAL LICENSE FEES 1.1-3		23. E.S.E.A. TITLE I 1.1-19	
4. POLICE COURT FINES 1.1-4		24. E.S.E.A. TITLE III 1.1-19A	
5. TUITION PAID BY OTHER DISTRICTS* 1.1-5		25. E.S.E.A. TITLE II 1.1-19B	
6. TRANSPORTATION PAID BY OTHER DISTRICTS* 1.1-6		26. P.L. 81-874 PAYMENTS 1.1-20	
7. TUITION PAID BY INDIVIDUALS 1.1-7		27. N.D.E.A. 1.1-21	
8. TRANSPORTATION PAID BY INDIVIDUALS 1.1-8		28. JOHNSON-O'MALLEY PAYMENTS 1.1-22	
9. OTHER LOCAL REVENUE RECEIPTS** 1.1-9		29. OTHER FEDERAL SOURCES 1.1-22	
10. NON-RESIDENT HIGHSCHOOL TUITION* 1.1-10		30. TOTAL FEDERAL RECEIPTS (ADD 21 THRU 29) 30	
11. COUNTY FINES AND LICENSE FEES 1.1-11		30A. TOTAL REVENUE RECEIPTS (ADD 14, 20 AND 30) 30A	
12. OTHER COUNTY RECEIPTS 1.1-12		31. SALE OF FUNDING BONDS 1.2-1	
13. SERVICE UNIT PAYMENTS 1.1-12A		32. CURRENT LOANS 1.2-2	
14. TOTAL LOCAL AND COUNTY RECEIPTS (ADD 1 THRU 13) 14		33. INSURANCE ADJUSTMENTS, SALE OF PROPERTY 1.2-3	
15. STATE APPORTIONMENT 1.1-13		34. TRANSFERS FROM OTHER FUNDS 1.2-5	
16. STATE AID 1.1-13A		35. OTHER NON-REVENUE RECEIPTS 1.2-6	
17. IN-LIEU-OF SCHOOL LAND TAX 1.1-14		36. TOTAL NON-REVENUE RECEIPTS (ADD 31 THRU 35) 36	
18. INSURANCE PREMIUM TAX 1.1-15		37. TOTAL RECEIPTS (ADD 30A AND 36.) 37	
19. STATE APPROPRIATIONS (SPECIAL AIDS) 1.1-16			
20. TOTAL STATE RECEIPTS (ADD 15 THRU 19) 20			

*WHAT PORTION OF THIS INCOME WAS RAISED BY TAXATION IN ANOTHER STATE? FOR TRANSPORTATION $_____ FOR TUITION $_____

**WHAT PORTION OF THIS INCOME WAS RAISED BY TAXATION IN THIS STATE? $_____ IN ANOTHER STATE $_____

DISBURSEMENTS — Administration 2.1

Secondary-grade expense includes grades____ to____

	Elementary	Secondary	Total
38. COMPENSATION OF BOARD OFFICERS 2.1-1	$	$	$
39. SALARIES OF ADMINISTRATIVE STAFF 2.1-2			
40. SALARIES OF CLERICAL ASSISTANTS 2.1-3			
41. SUPPLIES AND OFFICE EXPENSE 2.1-4			
42. OTHER EXPENSE (SCHOOLBOARD ASSOCIATION DUES, ETC.) 2.1-5			
43. TAX SHELTERED ANNUITY FOR ADM. 2.1-6			
44. OTHER EXPENSE 2.1-7			
45. TOTAL (ADD 38 THRU 44) 45			

Instruction 2.2

46. SALARIES OF PRINCIPALS 2.2-1
47. SALARIES OF SUPERVISORS 2.2-2
48. SALARIES OF TEACHERS 2.2-3
49. SALARIES OF SUBSTITUTE AND ASSISTANT TEACHERS 2.2-4
50. SALARIES OF LIBRARIANS 2.2-5
51. SALARIES OF OTHER PROFESSIONAL PERSONNEL 2.2-6
52. SALARIES OF CLERICAL ASSISTANTS 2.2-7
53. TEXTBOOKS 2.2-8
54. LIBRARY BOOKS AND MATERIALS 2.2-9
55. TEACHING SUPPLIES 2.2-10
56. AUDIOVISUAL MATERIALS 2.2-11
57. TAX SHELTERED ANNUITY FOR INST. STAFF 2.2-12
58. OTHER EXPENSE 2.2-14

59. TOTAL (ADD 46 THRU 58) — 59

Other School Services 2.3

60. ATTENDANCE SERVICES, SALARIES 2.3-1.1
61. ATTENDANCE SERVICES, SUPPLIES 2.3-1.2
62. HEALTH SERVICES, SALARIES 2.3-2.1
63. HEALTH SERVICES, SUPPLIES 2.3-2.2
64. TRANSPORTATION SERVICE (TO AND FROM DAYSCHOOL) 2.3-3
65. SCHOOL LUNCH SERVICE 2.3-4
66. OTHER EXPENSE 2.3-5

67. TOTAL (ADD 60 THRU 66) — 67

Operation of Plant 2.4

68. SALARIES OF CUSTODIANS 2.4-1
69. FUEL 2.4-2
70. ELECTRICITY 2.4-3
71. WATER 2.4-4
72. TELEPHONE 2.4-5
73. CUSTODIAL SUPPLIES 2.4-6
74. DEFERRED SALARIES AND OTHER EXPENSE 2.4-7

75. TOTAL (ADD 68 THRU 74) — 75

DISTRICT NO. _____

Maintenance of Plant 2.5

76. SALARIES OF REPAIRMEN 2.5-1
77. UPKEEP OF GROUNDS AND BUILDINGS 2.5-2
78. REPLACEMENT OF PLANT EQUIPMENT 2.5-3
79. REPAIR AND REPLACEMENT OF INSTRUCTIONAL EQUIPMENT 2.5-4
80. CONTRACTED SERVICES FOR REPAIR AND UPKEEP OF PLANT 2.5-6
81. OTHER EXPENSE 2.5-7

82. TOTAL (ADD 76 THRU 81) — 82

$ _____ $ _____ $ _____

Fixed Charges 2.6

83. INSURANCE AND FIDELITY BOND PREMIUMS 2.6-1
84. RENT 2.6-2
85. DISTRICT'S SHARE OF SOCIAL SECURITY TAX AND RETIREMENT 2.6-3
86. DISTRICT'S SHARE OF TEACHER RETIREMENT 2.6-3A
87. TUITION PAID TO SCHOOL DISTRICTS* 2.6-4
88. TRANSPORTATION PAID TO SCHOOL DISTRICTS* 2.6-5
89. INTEREST ON REGISTERED WARRANTS AND ON NOTES ISSUED DURING THE CURRENT YEAR 2.6-6
90. BOILER INSPECTION 2.6-7
91. SALES OF SECURITIES LOST 2.6-7A
92. REFUNDS, TAXES, TUITION, TRANSPORTATION 2.6-7B
93. OTHER EXPENSE 2.6-8
94. DISTRICT SHARE OF HEALTH INSURANCE 2.6-8
95. TOTAL (ADD 83 THRU 94) 95
96. TOTAL CURRENT EXPENSE (ADD 45, 58, 67, 75, 82 AND 95) 96

Capital Outlay 2.7

97. NEW SITES AND SITE IMPROVEMENTS 2.7-1
98. NEW BUILDINGS AND ADDITIONS 2.7-2
99. BUILDING IMPROVEMENTS 2.7-3
100. BOOKS FOR NEW LIBRARIES 2.7-4
101. FURNITURE AND EQUIPMENT (NOT REPLACEMENT) 2.7-5
102. TRANSPORTATION EQUIPMENT (NOT REPLACEMENT) 2.7-6
103. OTHER EXPENSE 2.7-7
104. TOTAL (ADD 97 THRU 103) 104

Community Services 2.8

105. PUBLIC LIBRARIES, SALARIES 2.8-1.1 $
106. PUBLIC LIBRARIES, OTHER EXPENSE 2.8-1.2
107. OTHER COMMUNITY SERVICES 2.8-2
108. TOTAL (ADD 105 THRU 107) 108

Adult Education Programs 2.10

112. EDUCATION COURSES, SALARIES 2.10-1.1
113. EDUCATIONAL COURSES, OTHER EXPENSE 2.10-1.2
114. NON-INSTRUCTIONAL SERVICES, SALARIES 2.10-2.1
115. NON-INSTRUCTIONAL SERVICES, OTHER EXPENSE 2.10-2.2
116. TOTAL (ADD 112 THRU 115) 116

*HOW MUCH OF THIS AMOUNT WAS PAID TO SCHOOL DISTRICTS IN ANOTHER STATE?

FOR TUITION $_____ FOR TRANSPORTATION $_____

Summer Schools 2.9

109. SALARIES 2.9-1 $
110. SUPPLIES AND OTHER EXPENSE 2.9-2
111. TOTAL (ADD 109 AND 110) 111

Debt Service 2.11

117. INTEREST ON REGISTERED NOTES ISSUED IN PRIOR YEARS 2.11-1
118. RETIREMENT OF LOANS** 2.11-2
119. TOTAL (ADD 117 AND 118) 119

120. TRANSFERS TO OTHER FUNDS 2.12 120
121. TOTAL DISBURSEMENTS (ADD 96, 104, 108, 111, 116, 119 AND 120) 121

**HOW MUCH OF THIS AMOUNT WAS BORROWED THIS YEAR? $_____

RECAPITULATION

122. BALANCE FROM LAST YEAR $_____

123. TOTAL RECEIPTS THIS YEAR (37) _____

124. TOTAL AMOUNT TO BE ACCOUNTED FOR (ADD 122 AND 123) _____

125. TOTAL DISBURSEMENTS THIS YEAR (WARRANTS ISSUED) (121) _____

126. WARRANTS OUTSTANDING AT THE BEGINNING OF THE YEAR (REGISTERED AND NOT REGISTERED) _____

127. TOTAL AMOUNT PAYABLE (ADD 125 AND 126) _____

128. WARRANTS OUTSTANDING AT THE END OF THE YEAR (REGISTERED AND NOT REGISTERED) _____

129. TOTAL AMOUNT PAID DURING THE YEAR (SUBTRACT 128 FROM 127) _____

130. BALANCE NOW IN THE DISTRICT TREASURY _____

131. TOTAL AMOUNT ACCOUNTED FOR (ADD 129 AND 130) (131 MUST EQUAL 124) _____

42

Section B BUILDING FUND

(To be filled in by all school districts having a Building Fund.)

RECEIPTS

132. SALE OF BONDS $_____

133. LOCAL DISTRICT TAXES _____

134. TRANSFERS FROM OTHER FUNDS _____

135. SALE OF PROPERTY _____

136. SPECIAL STATE APPROPRIATIONS _____

137. SPECIAL FEDERAL ALLOCATIONS _____

138. CURRENT LOANS _____

139. FROM ALL OTHER SOURCES _____

140. TOTAL RECEIPTS (ADD 132 THRU 139) _____

DISBURSEMENTS

141. PURCHASE OR IMPROVEMENT OF SITES $_____

142. NEW BUILDINGS AND ADDITIONS _____

143. BUILDING IMPROVEMENTS (NOT REPAIRS) _____

144. BOOKS FOR NEW LIBRARIES _____

145. FURNITURE AND EQUIPMENT (NOT REPLACEMENTS) _____

146. TRANSPORTATION EQUIPMENT (NOT REPLACEMENTS) _____

147. OTHER EXPENSE _____

147A. RETIREMENT OF LOANS _____

148. TRANSFERS TO OTHER FUNDS _____

149. TOTAL DISBURSEMENTS (ADD 141 THRU 148) _____

RECAPITULATION

150. BALANCE FROM LAST YEAR $_____

151. TOTAL RECEIPTS (140) _____

152. TOTAL AMOUNT TO BE ACCOUNTED FOR (ADD 150 AND 151) _____

153. TOTAL DISBURSEMENTS (ORDERS ISSUED) (149) _____

154. WARRANTS OUTSTANDING AT THE BEGINNING OF THE YEAR _____

155. TOTAL AMOUNT PAYABLE DURING THE YEAR (ADD 153 AND 154) _____

156. WARRANTS OUTSTANDING AT THE END OF THE YEAR _____

157. TOTAL AMOUNT PAID DURING THE YEAR (155 MINUS 156) _____

158. BALANCE AT THE END OF THE YEAR _____

159. TOTAL AMOUNT ACCOUNTED FOR (ADD 157 AND 158) (159 MUST EQUAL 152) _____

Section C BOND INTEREST AND RETIREMENT FUND

(To be filled in by all school districts which have a Bond Fund. Consolidate funds of all bond issues. Secure information from county treasurer.)

160. BALANCE (HELD BY THE COUNTY TREASURER) FROM LAST YEAR $_____

161. AMOUNT RAISED BY LEVY _____

162. RECEIPTS FROM SALE OF REFUNDING BONDS _____

163. RECEIPTS FOR ACCRUED INTEREST ON REFUNDING BONDS _____

164. RECEIPTS FROM OTHER SOURCES _____

165. TOTAL AMOUNT TO BE ACCOUNTED FOR (ADD 160 THRU 164) _____

166. BONDS RETIRED DURING THE YEAR _____

167. INTEREST PAID DURING THE YEAR _____

168. TREASURER'S FEE FOR COLLECTION _____

169. AMOUNT PAID FOR REFUNDED BONDS _____

170. AMOUNT PAID FOR ACCRUED INTEREST ON REFUNDED BONDS _____

171. TRANSFERS TO OTHER FUNDS _____

172. BALANCE (HELD BY COUNTY TREASURER) AT END OF YEAR _____

173. TOTAL AMOUNT ACCOUNTED FOR (ADD 166 THRU 172) (173 MUST EQUAL 165) _____

SECTION D SAVINGS, SURPLUS AND/OR DEPRECIATION FUNDS

(To be filled in by districts which have a reserve fund for any purpose. Consolidate all such funds into this summary.)

174. CONSOLIDATED BALANCE FROM LAST YEAR $_____

175. TRANSFERS FROM OTHER FUNDS _____

176. RECEIPTS (EARNED INTEREST, ETC.) _____

177. LIQUIDATION OF INVESTMENTS _____

178. TOTAL AMOUNT TO BE ACCOUNTED FOR (ADD 174 THRU 177) _____

179. DISBURSEMENTS DURING THE YEAR _____

180. INVESTMENTS DURING THE YEAR _____

181. REFUNDING TRANSFERS (TO OTHER FUNDS) _____

182. CONSOLIDATED BALANCE AT END OF YEAR _____

183. TOTAL AMOUNT ACCOUNTED FOR (ADD 179 THRU 182) (183 MUST EQUAL 178) _____

Section D Part II SITE AND BUILDING/SINKING FUND

(To be filled in by districts which have authorized a Special Building Fund. Secure information from County Treasurer.)

184. BALANCE HELD BY COUNTY TREASURER FROM LAST YEAR $_____

185. AMOUNT RAISED BY SPECIAL LEVY _____

186. TOTAL AMOUNT TO BE ACCOUNTED FOR (ADD 184 THRU 185.) _____

187. TOTAL AMOUNT WITHDRAWN (BY DISTRICT TREASURER) _____

188. TREASURER'S FEE FOR COLLECTION _____

189. BALANCE AT END OF YEAR _____

190. TOTAL AMOUNT ACCOUNTED FOR (ADD 187 THRU 189) (190 MUST EQUAL 186) _____

SECTION E SCHOOL LUNCH AND MILK FUND

(To be filled in by districts which maintain a school lunch or milk program.)

RECEIPTS

191. STATE AND FEDERAL REIMBURSEMENT $_____

192. SALE OF LUNCHES TO PUPILS _____

193. SALE OF LUNCHES TO ADULTS _____

194. REIMBURSEMENT FROM GENERAL FUND _____

195. TRANSFERS FROM GENERAL FUND _____

196. RECEIPTS FROM OTHER SOURCES _____

197. TOTAL RECEIPTS (ADD 191 THRU 196) _____

DISBURSEMENTS

198. SALARIES $_____

199. COST OF FOOD SUPPLIES _____

200. OTHER EXPENSE _____

201. TRANSFERS TO GENERAL FUND _____

202. TOTAL DISBURSEMENTS (ADD 198 THRU 201) _____

RECAPITULATION

203. BALANCE FROM LAST YEAR $_____

204. TOTAL RECEIPTS (197) _____

205. TOTAL AMOUNT TO BE ACCOUNTED FOR (ADD 203 AND 204) _____

206. TOTAL DISBURSEMENTS (202) _____

207. ORDERS OUTSTANDING AT THE BEGINNING OF THE YEAR _____

208. TOTAL AMOUNT PAYABLE (ADD 206 AND 207) _____

209. ORDERS OUTSTANDING AT THE END OF THE YEAR _____

210. TOTAL AMOUNT PAID (208 MINUS 209) _____

211. BALANCE AT THE END OF THE YEAR _____

212. TOTAL AMOUNT ACCOUNTED FOR (ADD 210 AND 211) (212 MUST EQUAL 205) _____

SECTION F SCHOOL ACTIVITIES AND AUXILIARY FUNDS

(To be filled in by all districts which have a School Activities Fund and/or an Auxiliary Fund(s). Include all Auxiliary Funds which are not summarized elsewhere in this report. Report school lunch account in Section E.)

213. BALANCE FROM LAST YEAR, ALL ACCOUNTS $_____

214. GENERAL FUND REIMBURSEMENT _____

215. TRANSFERS FROM GENERAL FUND _____

216. OTHER RECEIPTS, ALL FUNDS _____

217. TOTAL AMOUNT TO BE ACCOUNTED FOR (ADD 213 THRU 216) _____

218. TOTAL DISBURSEMENTS, ALL ACCOUNTS _____

219. TRANSFERS TO GENERAL FUND _____

220. ORDERS OUTSTANDING AT BEGINNING OF THE YEAR _____

221. TOTAL AMOUNT PAYABLE DURING THE YEAR (ADD 218 THRU 220) _____

222. ORDERS OUTSTANDING AT THE END OF THE YEAR _____

223. TOTAL AMOUNT PAID DURING THE YEAR (221 MINUS 222) _____

224. BALANCE AT THE END OF THE YEAR, ALL ACCOUNTS _____

225. TOTAL AMOUNT ACCOUNTED FOR (ADD 223 AND 224) (225 MUST EQUAL 217) _____

SECTION G

STATUS OF INDEBTEDNESS

(To be filled in by all districts which have a bonded and/or a floating debt. Secure information about bonds from the county clerk.)

BONDS

226. BONDS OUTSTANDING AT THE BEGINNING OF THE YEAR $_____
227. BONDS ISSUED DURING THE YEAR FOR SITES AND BUILDINGS _____
228. BONDS ISSUED DURING THE YEAR TO FUND FLOATING INDEBTEDNESS _____
229. BONDS ISSUED DURING THE YEAR TO REFUND OLD ISSUE OF BONDS _____
230. TOTAL AMOUNT OF BONDS ISSUED DURING THE YEAR AND BONDS OUTSTANDING AT BEGINNING OF YEAR (ADD 226 THRU 229) _____
231. BONDS RETIRED DURING THE YEAR _____
232. BONDS REFUNDED DURING THE YEAR _____
233. TOTAL AMOUNT OF BONDS RETIRED AND REFUNDED DURING THE YEAR (ADD 231 AND 232) _____
234. BONDS OUTSTANDING AT END OF THE YEAR (230 MINUS 233) _____

REGISTERED WARRANTS

235. REGISTERED WARRANTS AT THE BEGINNING OF THE YEAR $_____
236. WARRANTS REGISTERED DURING THE YEAR _____
237. TOTAL AMOUNT OF WARRANTS REGISTERED AT THE BEGINNING AND DURING THE YEAR (ADD 235 AND 236) _____
238. REGISTERED WARRANTS PAID DURING THE YEAR _____
239. REGISTERED WARRANTS AT THE END OF THE YEAR (237 MINUS 238) _____

REGISTERED NOTES

240. REGISTERED NOTES AT THE BEGINNING OF THE YEAR $_____
241. NOTES REGISTERED DURING THE YEAR _____
242. TOTAL AMOUNT OF NOTES REGISTERED AT THE BEGINNING AND DURING THE YEAR (ADD 240 AND 241) _____
243. REGISTERED NOTES PAID DURING THE YEAR _____
244. REGISTERED NOTES AT THE END OF THE YEAR (242 MINUS 243) _____
245. TOTAL INDEBTEDNESS AT THE END OF THE YEAR (ADD 234, 239 AND 244) _____

SECTION H

ANALYSIS OF CATEGORICAL FEDERAL AID AND INTERFUND TRANSFERS

A. CLASSIFY ACCORDING TO SOURCE ALL RECEIPTS FROM FEDERAL SOURCES AS REPORTED IN ITEMS 21, 22, 23, 24, 25, 26, 27 AND 28 IN THE GENERAL FUND JOURNAL OF RECEIPTS.

1. VOCATIONAL EDUCATION ACTS, ITEM 21 $_____
2. SCHOOL LUNCH AND MILK ACTS, ITEM 22 _____
3. NATIONAL DEFENSE EDUCATION ACT (TITLE III), ITEM 24 _____
4. NATIONAL DEFENSE EDUCATION ACT (TITLE V), ITEM 27 _____
5. ELEM. AND SECOND. EDUCATION ACT (TITLE I), ITEM 23 _____
6. ELEM. AND SECOND. EDUCATION ACT (TITLE II), ITEM 25 _____
7. PUBLIC LAW 874, ITEM 26 _____
8. JOHNSON-O'MALLEY ACT, ITEM 28 _____
9. _____, ITEM _____ _____
10. _____, ITEM _____ _____

B. IF ENTRIES APPEAR IN ITEM 120, REFLECTING TRANSFERS TO OTHER FUNDS FROM THE GENERAL FUND, SHOW THE FUNDS TO WHICH THE TRANSFERS WERE MADE. USE ITEM 120 ONLY FOR OUTGOING TRANSFERS.

40

TOTAL TRANSFERS REPORTED IN ITEM 120	$_____
1. TO SCHOOL LUNCH FUND, ITEM 191 (FED. REIMBURSEMENT)	$_____
2. TO SCHOOL LUNCH FUND, ITEM 195	_____
3. TO SCHOOL ACTIVITIES FUND, ITEM 215	_____
4. TO SAVINGS FUND, ITEM 175	_____
5. TO TITLE I FUND, ESEA	_____
6. TO TITLE II FUND, ESEA	_____
7. TO_____FUND, ITEM_____	_____
8. TO_____FUND, ITEM_____	_____
TOTAL OUTGOING TRANSFERS ACCOUNTED FOR (SUM OF 1 TO 8)	$_____

45

C. IF ENTRIES APPEAR IN ITEM 34, SHOWING TRANSFERS RECEIVED BY THE GENERAL FUND FROM OTHER FUNDS, IDENTIFY THE FUNDS FROM WHICH THE TRANSFERS CAME, SPECIFYING THE ITEMS WHICH SHOW THE TRANSFERS, USE ITEM 34 ONLY FOR INCOMING TRANSFERS.

TOTAL TRANSFERS REPORTED IN ITEM 34	$_____
1. FROM_____FUND, ITEM_____	$_____
2. FROM_____FUND, ITEM_____	_____
3. FROM_____FUND, ITEM_____	_____
TOTAL INCOMING TRANSFERS ACCOUNTED FOR (SUM OF 1 TO 3)	$_____

D. IF TRANSFERS FROM THE FOLLOWING FUNDS WERE MADE, IDENTIFY THE FUNDS TO WHICH THE AMOUNTS WERE TRANSFERRED, SPECIFYING THE ITEMS WHICH SHOW THE TRANSFERS.

1. FROM BUILDING FUND, ITEM 148, TO_____ FUND, ITEM_____ $_____

2. FROM SAVINGS FUND, ITEM 181, TO_____ FUND, ITEM_____ _____

3. FROM SCHOOL LUNCH FUND, ITEM 201, TO_____ FUND, ITEM_____ _____

4. FROM SCHOOL ACTIVITIES FUND, ITEM 219, TO_____ FUND, ITEM_____ _____

NOTE: USE TRANSFER ACCOUNTS ONLY FOR INTER-FUND TRANSFERS. DO NOT USE TRANSFER ACCOUNTS TO REIMBURSE OTHER FUNDS FOR DISBURSEMENTS. GENERALLY, INTERFUND TRANSFERS SHOULD BE IN BALANCE, THAT IS, AN OUTGOING TRANSFER OF ONE FUND SHOULD BE OFFSET BY AN INCOMING TRANSFER IN ANOTHER FUND. AVOID DISPARITIES IN TRANSFER ACCOUNTS BY SYNCHRONIZING CLOSING DATES OF THE SEVERAL FUNDS WHICH ARE MAINTAINED. AN IMBALANCE SHOULD BE CLARIFIED BY AN EXPLANATORY STATEMENT.

SECTION I

TAXATION

(For the Reporting Year)

(To be filled in by all school districts. Secure information from county clerk or assessor.)

ASSESSED VALUE OF SCHOOL DISTRICT

246. REAL ESTATE, CITY AND VILLAGE $_____

247. REAL ESTATE, FARM _____

248. PUBLIC UTILITIES (RAILROADS, TELEPHONE, GAS, ETC.) _____

249. AUTOMOBILES (JANUARY 1st ESTIMATE) _____

250. OTHER TANGIBLE PERSONAL PROPERTY, CITY AND VILLAGE _____

251. OTHER TANGIBLE PERSONAL PROPERTY, FARM _____

252. TOTAL ASSESSED VALUE (TANGIBLE) (ADD 246 THRU 251) _____

253. INTANGIBLE PROPERTY, CLASS A _____

254. INTANGIBLE PROPERTY, CLASS B _____

MILL LEVIES FOR SCHOOL PURPOSES

255. FOR OPERATION AND MAINTENANCE (GENERAL FUND) _____ MILLS

256. FOR DISTRICT BONDS AND INTEREST _____ MILLS

257. SPECIAL LEVY FOR BUILDING PURPOSES (CLASS II AND VI) _____ MILLS

258. FOR SITES AND BUILDING (CLASS III, IV, AND V) _____ MILLS

259. FOR ALL OTHER PURPOSES _____ MILLS

260. TOTAL LEVY, ALL PURPOSES (ADD 255 THRU 259) _____ MILLS

SECTION J SUPPLEMENTARY ANALYSIS OF DISBURSEMENTS FOR TRANSPORTATION

(To be filled in by districts which provide or pay for pupil transportation to and from dayschool, according to 64. Do not include transportation expense paid to other school districts, according to 87.)

261. SALARIES OF PERSONNEL (MECHANICS, DRIVERS) $_____

262. SUPPLIES FOR OPERATION OF AUTOMOTIVE EQUIPMENT _____

263. REPAIRS AND REPLACEMENT OF AUTOMOTIVE EQUIPMENT _____

264. INSURANCE (EQUIPMENT, PUBLIC LIABILITY) _____

265. CONTRACTED SERVICES _____

266. GARAGE EXPENSE - RENT, REPAIRS, ETC. _____

267. OTHER EXPENSE OF TRANSPORTATION _____

268. TOTAL DISBURSEMENTS (ADD 261 THRU 267) (268 AND 64 MUST AGREE) _____

SECTION K BUDGET FOR THE ENSUING FISCAL YEAR

(GENERAL FUND)

(Refer to the Budget Report, Section C)

269. TOTAL ESTIMATED EXPENSE _____

270. OUTSTANDING WARRANTS AT THE CLOSE OF THE CURRENT YEAR _____

271. NECESSARY CASH RESERVE _____

272. TOTAL ESTIMATED REQUIREMENTS (ADD 269, 270 AND 271) _____

273. BALANCE IN THE DISTRICT TREASURY _____

274. BALANCE IN THE COUNTY TREASURY _____

275. ESTIMATED INCOME FROM MISCELLANEOUS SOURCES _____

276. SUM OF BALANCES AND MISCELLANEOUS INCOME (ADD 273, 274 AND 275) _____

277. NET AMOUNT OF TAX REVENUE NEEDED (272 MINUS 276) _____

278. COUNTY COLLECTION FEE (1% OF 277) _____

279. TOTAL AMOUNT OF TAX TO BE LEVIED (ADD 277 AND 278) _____

SECTION L

PRESENT VALUE OF SCHOOLPLANT

(To be filled in by all school districts)

	Elementary	Secondary	Total
280. SCHOOLBUILDINGS (PRORATE MULTI-PURPOSE BUILDINGS TO ELEMENTARY AND SECONDARY)	$	$	$
281. CONTENTS OF SCHOOLBUILDINGS (PRORATE CONTENTS OF MULTI-PURPOSE BUILDINGS TO ELEMENTARY AND SECONDARY)			
282. TEACHERAGE AND CONTENTS (PRORATE TO ELEMENTARY AND SECONDARY)			
283. OTHER BUILDINGS AND CONTENTS (PRORATE TO ELEMENTARY AND SECONDARY)			
284. TOTAL SCHOOLPLANT VALUE	$	$	$
285. TRANSPORTATION EQUIPMENT			$

SECTION M

UNIT (PER PUPIL) COSTS

(To be filled in by all school districts)

	Elementary	Secondary	Total
286. AVERAGE DAILY ATTENDANCE (SAME GRADES AS PRORATED EXPENSE)			
287. AVERAGE DAILY MEMBERSHIP (SAME GRADES AS PRORATED EXPENSE)			
288. TOTAL CURRENT EXPENSE (96 LESS 87 AND 88)	$	$	$
289. TOTAL VALUE OF PLANT AND CONTENTS (284)			
290. ANNUAL DEPRECIATION OF PLANT AND CONTENTS (3% OF 289)			
291. TOTAL ANNUAL COST (ADD 288 AND 290)			
			Average
292. ANNUAL COST PER PUPIL, ADA (DIVIDE 291 BY 286)			
293. ANNUAL COST PER PUPIL, ADM (DIVIDE 291 BY 287)			

SECTION N

INVESTMENT POSITION

(Securities owned at end of year)

	KIND OF SECURITY	FACE VALUE
294.		$
295.		
296.		
297.		
298.		
	299. TOTAL FACE VALUE	

STATE OF NEBRASKA)
) ss.
_____ COUNTY)

I, THE UNDERSIGNED, SECRETARY OF THE BOARD OF EDUCATION, SCHOOL DISTRICT NO. _____, _____ COUNTY, NEBRASKA, DO SOLEMNLY SWEAR OR AFFIRM THAT THE FOREGOING ANNUAL FINANCIAL REPORT IS TRUE AND CORRECT.

_____
Signature of Secretary

SUBSCRIBED AND SWORN TO BEFORE ME THIS _____ DAY OF _____, 19____

_____
Notary Public or Other Acknowledging Officer

APPROVED BY THE COUNTY SUPERINTENDENT OF _____ COUNTY, NEBRASKA

_____
Signature of County Superintendent

_____, 19____
Date of Approval